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CHEERFULNESS

Cheerfulness of spirit is the product of a kind heart and a wise head. It is an invaluable product. It is as vital to the healthful development of child nature as water and sunshine are to the healthful growth of plants. The schoolroom where good cheer does not reign is a desolate place, and the children who occupy it are objects of sympathy. Child-life is impressionable. It needs help. It responds quickly. Deny it light and warmth and it will be stunted and dwarfed; it may be utterly ruined. Nourish it and it will be the noblest work of the Almighty. Like begets like. A solemn, funereal, and complaining teacher develops peevish, fretful, and disagreeable children. Fretfulness is ill-mannered; it is no less ill-mannered in a teacher than in any other person; it is even more so, for it reproduces itself; it makes ill-mannered children. Cheerfulness is contagious also. It extends, reproduces, and perpetuates itself. It will make the desert blossom as the rose. As children need it, so they love it. They drink it in, brighten up, look heavenward, and begin to grow. It calls out the best that is in them. The better and nobler tendencies gain strength and exert their influence upon others. One can not be too thankful for a sunny and buoyant temperament. It may be acquired. It is an acquisition even more imperative to a teacher's work than a knowledge of English or Mathematics. It will bring her happiness and give her power.

—ANDREW S. DRAPER

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Editorial Comment

L. E. ARMSTRONG

APPORTIONMENT OF SCHOOL FUNDS

One of the most important educational measures pending before the present legislature is Superintendent Mark Keppel's plan for the apportionment of elementary school funds. The present law grants five hundred fifty dollars per teacher upon a census enrollment of seventy. The new plan proposes to do away entirely with the census basis and to substitute therefor an average daily attendance basis. The new plan would grant to every district at least six hundred dollars per teacher upon an average daily attendance of thirty-five.

We strongly commend this plan. We believe that its enactment into law would result in great good. Its influence would be far-reaching in several directions. In the first place, it would provide funds for the education of the children who actually attend school, and for no others—clearly an act of justice to the children and the taxpayers.

Secondly, this plan would greatly stimulate local authorities to see to it that all children of school age were in school. It would bring about compulsory education in short order and with greater effectiveness than ever before. So long as a major portion of school funds is based upon the census—the number of school children within the district

whether in attendance at school or not—the supreme effort will be directed not to getting the children into school but to getting their names upon the census. The census means a heroic effort once a year, while the real need is steady, unremitting care all the year round to keep the children in school. When we consider that educational authorities are agreed that the greatest cause of retardation and elimination in our schools to-day is irregular attendance, we realize the beneficent influence that would attend this plan.

Then think what a deal of trouble and sharp practice in connection with the census would be removed at once. The spirit of distrust and suspicion aroused by crooked census work in different sections of the State would no longer find occasional justification. The temptation to count Indians out in the brush, or the children of tourists, would be removed. There would be no duplication of names. No pressure would be brought to bear by over-anxious and under-conscientious districts upon census takers and county superintendents. The new plan would make open honesty plain and easy.

Next consider the amount of work and expense that would be saved by doing away with the census. Estimating conservatively that twenty-five dollars is spent in each district in California for taking the census, our thirty-three hundred districts spend eighty-two thousand five hundred dollars annually. There would be a second great saving in the offices of the county superintendents. Perhaps a month's work is averaged each year in handling the census from the beginning through to the submission of the figures to the state superintendent. Estimating this time at \$150 in each of 57 counties, plus the cost of the work in the office of the state superintendent, we have an additional expense of nearly nine thousand dollars. It seems safe to say that our school census costs us one hundred thousand dollars a year, to say nothing of the time that might be profitably spent in real educational work.

All in all, the plan seems so simple, so just, so economical, so well-adapted to getting children into school and keeping them, that we confess a feeling of surprise that the school people of California did not hit upon it years ago. Like other forms educational evolution is slow, but its results are secure. We rejoice that we are gradually placing our feet in better ways.

CHANGES IN TEXTBOOKS

In view of the belief entertained by some good people that the State Board of Education makes frequent and perhaps unnecessary changes in our state series texts, thereby entailing severe burdens upon long-suffering parents, we are pleased to include in this number the essential facts from the actual record. A careful examination of the report submitted to the State Board of Education by the secretary of the State Textbook Committee may prove somewhat surprising.

We believe that when the critic's eye falls on the record that the first language book was used *seventeen* years, the first primary arithmetic *nineteen* years, the first advanced arithmetic *seventeen* years, the first speller *twenty-one* years, the first advanced history *sixteen* years, the first introductory geography *fourteen* years, the first advanced geography *eleven* years, the first physiology *fifteen* years, and the first civics *eighteen* years, the said critic will begin searching for the man who told him that for many years the people of California have suffered from a series of changes in textbooks.

On the face of these reports any intelligent, disinterested critic would be disposed to censure the State Board for retaining the books so long. But this conclusion would be unjust. The State Board was not responsible for the unseemly tenure of the books prepared by local editors under the constitutional amendment of 1885. The State Board was powerless to make changes beyond legislative permission in 1893 to revise some of the texts. Firmly held in the grip of the law, the children of California endured inferior texts until our State became in this respect the laughing-stock of the nation. Finally the legislature of 1903 came to the relief and passed the present law permitting the State Board to secure texts abreast of the times. Taken as a whole, the textbooks used in California from 1885 to 1904 were confessedly a dismal failure. We cite their long periods of use to satisfy the man who talks about the long, weary years of change, and the frequency with which parents were called upon to "dig up."

The real investigation, then, should treat solely the period since 1903—the only period in which the State Board has had freedom to exercise intelligent judgment concerning texts. Let us look at the adoptions for which the State Board is really responsible. It adopted a

series of readers and used them for five years, replacing them last June with a series to be used at least four years and possibly eight. The board has just made a change in language and grammar after five years' use. It displaced the advanced arithmetic after six years' use, and the advanced geography after four years' use. It has decided to change the physiology after five years' use. And it has continued *without change* since their adoption the speller, the primary arithmetic, the introductory history, the introductory geography, the civics, and the writing books. Truly a conservative record, one revealing the wisdom of the original adoptions! All students of the problem would rightly censure the State Board for entering into any contract beyond a term of eight years. We believe that the best possible contract is for four years, with an option of renewing for an additional four years. Viewpoints change in education as in business or machinery. The satisfactory text of to-day may be a bad second four years hence, and be hopelessly out-classed in eight years. Let us be slow to close possible avenues of progress.

COST OF TEXTBOOKS

We wish to propound a question to you, fellow-teacher. What is your estimate as to the average yearly cost of textbooks per pupil in the elementary schools of California? Please ponder it well and set a figure before continuing this editorial.

When you have compared your estimate with the real figure, you will in all probability appreciate the statement that no part of school expense is subject to greater misconception than is the cost of textbooks. *The average cost of state series texts per year for a pupil in the elementary schools of California is \$1.13.* The editor has tried the test suggested above on his neighbors—good, intelligent citizens. In no instance has the estimate been less than four dollars, while one good friend ventured fifteen. If you are disposed to question the intelligence of the editor's neighbors, try your own.

The next time you are called upon to listen to a harangue concerning the excessive cost of textbooks, kindly propound the test suggested above. It may serve to clear the atmosphere and do considerable good. And if the speaker be a man and remains obdurate, ask him politely

what he spends for tobacco every week. There is no gainsaying the fact that there is a popular misconception—vigorous because it is honest—concerning the cost of textbooks. This widespread misconception needs cheerful and persistent correction.

Good textbooks are essential to successful work in the great majority of our schools. The cost of textbooks throughout the United States is about three per cent of the total school expense. How foolish it would be to risk the effective expenditure of the ninety-seven per cent by placing imperfect, inadequate books in the hands of our children! For second only to the teacher in importance is the textbook; and impairing the efficiency of either jeopardizes the welfare of the child. Our State Board of Education is to be commended for the dignified and fearless performance of its sacred obligation to the children of California to make changes when changes should be made.

OUR EASTERN FRIENDS

Beyond the peradventure of a doubt the next meeting of the National Education Association will be held in San Francisco next July. The last obstacle has been removed, and the fiat has gone forth. It now remains for the teachers of California to play the hosts to the teachers of America.

Let us make an effort this year to exceed the expectations of our visiting friends. At first glance that might seem to be a difficult task. Many of the teachers of America who have long turned wistful eyes toward California will come to see whether this beautiful State and the position of the teachers within its borders are up to the brag. There will be a great many from Missouri, and other states as well. Without ostentation but with California's traditional open-handedness, let us show our friends that "the half has never been told." Let us prove that we are worthy sons and daughters of the pioneers, whose latch-strings were always out.

And now another word to the teachers of California. Most of you have friends in the East—teachers and non-teachers—who have been talking about making a visit to California. Now is the accepted time. The railroads are offering for this convention a single-fare round-trip rate from Chicago and all Mississippi river points to San Francisco. The

connecting Eastern roads will also make big reductions. Tickets good for three months will be on sale the latter part of June. These tickets will afford choice of roads and ample stop-over privileges. A better opportunity to visit California may never present itself. The cool summer climate of the coast and mountains will make a visit at this time singularly delightful. Write to your friends to-day and tell them that you have named the time and the place—California, July, 1911—and that the next move is theirs. If you would like complete information-bulletins to send to your friends, kindly drop a card to the editor. The pleasure will all be his.

A REASONABLE VACCINATION BILL

It would seem at last that the pros and the antis on the much-mooted question of vaccination have got together. A bill that is fairly acceptable to everybody has been introduced in the legislature with a fair chance of passage. This bill proposes to extend the law to cover all schools and colleges, private as well as public. It transfers the administration of the law from the school to the health authorities—decidedly a wise step. The proposed law lays down a main course of action with two alternatives, viz.: all children must file at the beginning of the school year (1) a certificate of successful vaccination within the last seven years, or (2) a certificate of physical disability from a physician with the statement that such disability renders vaccination inadvisable, or (3) a certificate stating that the parent or guardian has conscientious objection to vaccination. All parents or guardians must comply with one of these provisions under penalty of fine or imprisonment or both. The bill provides that there shall be no disturbance of the schools during freedom from smallpox; but in the event of smallpox in any district, town or city, all children who have not been vaccinated shall be summarily excluded from school until the health authorities declare that the disease has ceased.

We believe that this proposed law is eminently reasonable. In all its features it is an advance on the present law of compulsory vaccination under penalty of exclusion from school. It is safe to predict that it will work out far more satisfactorily to all concerned, and will yield a far greater measure of protection, than does the present poorly-enforced law.

NEED OF NORMAL SCHOOLS

A deal of remarkably good educational legislation has been proposed at the present session of the legislature. Not the least of these good measures is the proposal to establish a new normal school at Fresno. The project failed two years ago, largely through the determined opposition of the governor.

There would seem to be no reasonable doubt that there is genuine educational need of a normal school at Fresno. With the remarkable development of the great San Joaquin Valley has come an interesting phase of the problem of securing and holding professionally trained teachers for the schools of that section. A great majority of the normal school graduates now teaching in the San Joaquin Valley are from the normal schools at San Jose or San Francisco. What more natural on the part of these graduates than the desire to secure a position around San Francisco Bay? They look to the bay as an educational Mecca, and move all things in their power for a chance to worship at the true shrine. Thus has it been that the San Joaquin Valley has served largely as a training school for the bay section. There is a lack of permanence in the teaching profession. In a condition that is deplorable at best, the San Joaquin Valley can not hope to approach even our present unsatisfactory average of permanence until the daughters of the raisin-growers are given normal training at or near home. Then these girls will take the schools and be satisfied until Prince Charming arrives. To-day day no one doubts the wisdom of the establishment of the normal school at Chico, or its present indispensable service to the schools of its section. When one considers that there are a far greater number of teachers in the San Joaquin Valley than in the section served by the Chico normal, can he reasonably deny the necessity of a normal school at Fresno?

Then, in a broader way, we need more normal schools to meet our rapidly increasing population. Our goal in California has long been a professionally trained teaching body. But we are not advancing very rapidly toward that goal. Looking at the number of graduates from our normal schools each year, we might be disposed to think that the supply of trained teachers would meet the demand. Far from it! The mortality among teachers—so far as their teaching lives are concerned—is almost past belief. Do you know that we average a clean sweep of all

the elementary teachers in California once every four years? This astonishing record is due to a number of causes, but the ravages of Cupid rank first. Even in this event, the normal training is not lost to the State. Its usefulness is merely transferred to a social organism that outranks and conditions the school—the family. In a true, broad sense the State gets full value from every dollar spent in normal training. Our present normal schools are graduating about eight hundred teachers per year to meet a yearly loss of more than two thousand. If we are ever to arrive at our goal of a professionally trained teaching body in California, we must have more teacher-factories in the form of normal schools.

A WORD WITH YOU

Smile, and the world smiles with you,
"Knock" and you knock alone;
For the cheerful grin
Will let you in
Where the kicker is never known.
Growl and the way looks dreary,
Laugh and the path is bright,
For a welcome smile
Brings sunshine, while
A frown shuts out the light.

Sing, and the world's harmonious,
Grumble, and things go wrong,
And all the time
You are out of rhyme
With the busy, bustling throng.
Kick, and there's trouble brewing,
Whistle, and life is gay.
And the world's in tune
Like a day in June
And the clouds all melt away.

—Selected.

HOG AND MAN PSYCHOLOGY

J. M. GREENWOOD

Supt. Kansas City (Mo.) Schools

A NEW species of extraordinary intelligence, real schoolmaster skill, a highly concentrated specimen of hog sense, has lately been discovered in one section of the state of Arkansas, and brought miraculously to my notice. As a student of new psychological movements, a benefactor of my craft, and a diligent inquirer into the mysteries of all lower levels of mental activity, I herein make, publish, and declare, this my latest revelation in biological psychology for the use and benefit of my brother educational psychologists in the United States, and incidentally in remoter regions of the globe, with the hope that it will lead ultimately to a better understanding of all kinds of human nature common to hog nature, and result in the solution of many problems of diseased minds now so feebly dealt with in our sanitariums, asylums, and psycho-neurosis institutions. My information is through a thoroughly reliable gentleman whose business during the past winter called him into Texas, Oklahoma, Indian Territory and Arkansas, and who related his experience to my visual and auditory centers on March 15, 1910. His remarkable statement is fully confirmed by a large body of staid and venerable witnesses of the state of Arkansas, reinforced and solidified by additional evidence received from traveling men who are conversant with the facts.

The narrator and a gentleman friend had stopped in a small Arkansas town one Saturday evening in the month of February last, and had to remain there till the Monday morning following. This town is located in a timbered region, and early Sunday morning, after a good breakfast, the weather being propitious, my informant and his companion decided to spend the forenoon rambling through the woods, both being lovers of nature beyond anything known to Thomson, Long, or our own beloved ex-President. They were soon in thick timber, and walking along leisurely enjoying the beauties of the scenery, there came unheralded and rushing by them at a furious rate, a gang of Arkansas hogs, the swiftest hogs in the world. Down the hillside, across the narrow valley and up the opposite hill—on they went to the very top of the ridge, and suddenly they halted, with heads erect, feet firmly set, all noses pointing in the same direction! Motionless they stood, as if posing for a camera

shot, when, in less than a minute off again, in a keen run they broke, in a direction almost at right angles to the line they had just traversed. Such uniformity of movement, sudden stoppages and concert of action, at once attracted and arrested and riveted the attention of the observers. No charge of cavalry was ever executed with more precision. The whole thing was so sudden. It was a surprise inexplicable! Immediately they decided to follow the movements of this organized gang of hogs, and to ascertain the motive that caused them to act in such a strange manner.

The second run was along the backbone of the ridge, and along it the hogs ran a hundred yards or more, when all at once they came to a dead halt, and then listened a minute or two as before, when off they started again more furious than ever. The curiosity of the two men was now aroused to the highest pitch of wonder, astonishment and enthusiasm! No sound of a human voice or other noise that would attract people or hogs was heard. They even imagined that it might be some internal convulsion of nature that had inspired the hogs. One thing, however, the men greatly desired, and that was, not to lose sight of the hogs, but to find out what so troubled the hogs. At no time did the hogs run more than two or three hundred yards before stopping and listening. Frequently they would back-track, but after each short run, they always came to a dead halt.

For more than three hours did the men walk, trot, and run, to keep in sight of the hogs. The entire area over which this curious phenomenon occurred did not exceed a mile square. The more the men watched and chased after the hogs, the more they were mystified and perplexed by the singular action of the brutes. Eleven o'clock came and still no rational explanation of the mystery, nor could they make a hypothesis upon which to base an inference. They were about ready to give up the chase, when, through the woods, they saw a "clearing," and of course there must be a human habitation somewhere near that field. Being tired and thirsty, they started for the field, but before they came to the fence, they saw a house, and they made their way to it. As they approached it, they beheld an old man standing in the yard, and they inferred that he would probably be able to tell them what made this gang of hogs act so erratically, spasmodically, and charge, as it were, so desperately at nothing. As soon as they were within hailing distance,

they spoke to the old gentleman, who nodded his head, looked pleasantly and smiled. One of the men asked him if they could get a drink of water. In reply, he bowed graciously, and answered in a whisper, "Certainly, gentlemen! Come to the well." They went to the well, he drew a bucket of water, handed one a cup of water and they quenched their thirst. After some general remarks about the weather, they observed that the old gentleman always spoke in a whisper, one of the gentlemen ventured to say: "We have been watching a gang of hogs for three hours this morning out yonder in the woods, and we could not make out what made them act in such a strange manner. Perhaps you can tell us something about them."

In a whisper he replied: "Yes, I think I can. They are my hogs! About three months ago I lost my voice, and up to that time I always called up my hogs three times a day to feed them, which I did at morning, noon and night; but do you see that big dead tree out there?" pointing to it. "Well, when my voice failed, I took a good solid stick and pounded on that tree at feeding time, and all my hogs soon learned to come to be fed just as they had done when I used to call them. But since the warm weather set in about ten days ago, the *infernal woodpeckers* have come into the woods, and they have been pecking on the dead trees all day long, till all my hogs are crazy running after woodpecker noises from early morning till dark and they will keep it up. That is what is the matter with my hogs! Crazy! Sure and certain, crazy! They think they are going to be fed, but they just keep on listening and running and get nothing to eat!" Here ended his explanation and he looked far away with a dead hope in his eyes.

These hogs are not the only crazy people in this country turned loose, running after woodpecker noises. The whole educational field is full of them. There has been a whole gang of physiological educational psychologists pounding around on dry and rotten limbs so long in nearly all sections of our country, that they have set many superintendents and schoolteachers to running hither and thither after noises never heard in the heavens above, or on earth below. These woodpecker psychologists have discoursed learnedly and obscurely on the perfectibility of men, counteracting principles, and circumstances, till the heads of thousands of good, honest, sincere men and women have been turned wrong end

upward, and they have gone astray worse than any flock of sheep that ever lost its bellwether. Poor, deluded mortals, they are looking high and far; worse off mentally than the Arkansas hogs! A little reflection ought to be sufficient to convince any level-headed man or woman that the erratic work, practiced in many schools, can result in no permanent benefit to either pupils or teachers. Much of the work compared to what that gang of hogs was doing, the presumption is strongly in favor of the sanity of the hogs.

That gang of hogs was well organized, and they were able, as a group, to bring all their powers to bear on one thing and on one point in space. It is evident that they had studied calisthenics and had been drilled into a perfect state of discipline owing to coherence of thought and concert of action; and it is furthermore evident, too, that their sense of hearing had reached a very exalted degree of acuteness, and by the way they kept their heads elevated when they listened, indicated clearly enough that their aspirations, whatever their motives may have been at the outset, were continuing upward in the direction of spiritual things. They were no respecters of the six, eight, or ten-hour system of service, thus showing their progress along industrial lines. They had acquired that high notion—life is active service, which is so much exploited now in public speeches. In fact, there is a strong presumption that they had studied partially, at least, the most recondite portions of Roman history, and laid closely to heart the social service ideas of our energetic sociologists and other world menders.

In explaining their action psychologically, I am inclined to the opinion that what was once a common belief among the ancient Egyptians, a transmigration of souls, had literally taken place in the mental constitution of these hogs, and that each one was possessed of the wandering spirit of a lately departed educational psychologist who was endeavoring, in his new environment, to laboratoryize schemes of visual and auditory reactions in the realm of hogdom, a sort of Jonah and whale performance. This appears feasible as well as probable on the group theory of substitution.

Reluctantly I am forced to the conclusion, based upon rather wide observations of a careful study of certain species of the *genus homo*, that all the world is akin, having seen all the actions of these hogs duplicated

in some schools that I have visited, in which both the teachers and the pupils were mightily engaged in hand-galloping after one thing and then after another with as much spirit as those hogs displayed in their racing mania—organizing woodpecker noises, and with about the same substantial results. As is well known by all students of human nature, it was a theory ingeniously advocated by Lavater that men looked like animals, and he classified them as such. In our own generation, we have, so it asserted, foxes, goats, sheep, hogs, cats, lions, monkeys, dogs, bantams, geese, pouter-pigeons, cocks of the walk, and all sorts of animals in the human form. One has but to open his eyes and look around in his vicinity to realize the close resemblances existing in the animal kingdom.

There are also anatomical and pathological reasons for believing and thinking of the intimate correspondence of structure and feeling among all forms of animal life from the lowest to the highest, and so far as the structure and function of the nervous system are concerned, it is as apt to become deranged in all subdivisions of the animal kingdom as in human beings, and it affects all animals, man included, alike under like circumstances. I found also in the hogpen laboratory years ago that brain atrophy, including wasting away, diminution of size, loss of response, is common to hogs and school superintendents when each quits gathering up fresh and vigorous ideas. Numerous instances are cited in medical works on basophobia, which is a morbid fear of walking, stating that each group, unit, clan, thus afflicted runs at things whether real or imaginary, literally tumbling over themselves in order to get there first, except in the case of the Arkansas hogs. They moved simultaneously and no one interfered with his associates. This is the highest expression of altruistic doctrine *versus* the Ego theory, which is "root hog or die!" It shows how much hogs have progressed in the psychology of the crowd in comparison with the mob action of an excited mass of humanity.

ANENT SCHOOL LUNCHEES

It has been suggested that one good square meal a day be furnished to the school children, and this may be found expedient, but, if so, by all means let it be given to rich and poor alike, or not given at all; it is worse for the children to be pauperized than to go hungry.—*American Educational Review*.

Correspondence

MANUAL ARTS HIGH SCHOOL,

LOS ANGELES, February 1, 1911.

Editor SIERRA EDUCATIONAL NEWS.

Dear Sir: I have been keenly interested in your discussion of the litigation arising between a teacher's agency and a certain young lady. It strikes me as follows:

Why should not the State, through the State Superintendent of Schools, establish a regular employment bureau for teachers? I doubt if the commonwealth could do anything more acceptable to our teachers than to establish such a department. The total amount of money collected from our teachers each year by agencies is astonishing. Here is an example: During the four years that I was superintendent of schools in the little town of Needles, almost one thousand dollars was paid by teachers into the coffers of agencies, and Needles is only one town out of a thousand. The same service could have been performed by a state bureau for less than one-tenth of that sum.

The charges of agencies are exorbitant when compared to the cost and value of the services rendered. Neither are those services always honestly given. I myself was once sent by an agency to apply for a position in a distant town. Upon arriving there I found three other men already on the field. Being jolly good fellows we soon got together and behold! discovered that we had all been sent by the same agency on the same day for the same place.

Our teachers can not afford these exorbitant charges, and consequently men and women all over the State are hanging on in places in which they are misfits, simply because they can not finance a change. Good teachers are thus kept from better places, while others are forced to remain in places and under conditions where not even a saint could succeed.

Surely if the State wants to do something for its teachers, it can do no more acceptable and valuable a service than to establish a state bureau for pedagogical employment, a bureau open both to teachers and school boards.

Respectfully yours,

H. A. REA.

HOW TO MAKE OUR SCHOOLS MORE EFFICIENT *

T. L. HEATON

Deputy Superintendent of Schools, San Francisco

SCHOOLS are the most important institutions in any community, not only from a moral and intellectual point of view, but on a commercial basis. As the man behind the gun is more important than the gun, so the man behind the machine or at the front of the business makes the machine or business effective. The greatest work of any generation is to rear and train its successors. The output of the schools, therefore, has a greater value to any community than the output of all its factories or the cargoes of all the vessels which leave or enter its harbor.

Well-organized schools prepare skilled workmen and good citizens; attract capital for investment; attract people for residence. If our schools are now good, we must make them much better. As great business corporations with vast capital and large returns are applying "scientific management" to increase their returns, so must we apply scientific management to San Francisco's greatest industry.

The management of our schools should be more concentrated. Truant officers should be appointed by and responsible to the board of education, or superintendent, and not to the chief of police. Medical inspection should be under direct control of the board of education. Planning, arrangement and equipping of school buildings, should rest entirely with the board of education and superintendent. In all these matters, there is now a division of authority. Between the superintendent and board of education there is not a clear definition of responsibility. All matters educational should emanate from the superintendent. Teachers should be appointed or promoted on his recommendation. He should conduct the competitive examinations. He should pass upon the qualifications of principals. He should recommend to the board rules governing the department. He should determine grading and promotion. He should have a larger expert force to carry all these things into effect.

The board of education should have control of all business matters. It should make estimates for school expenses, and this should not be subject to revision. It should have funds for medical inspection. It should have enough money to employ truant and probation officers. But

* An address before the Commonwealth Club.

all these are matters for future charter amendment. I turn now to present problems in the solving of which we need your help.

The law compels children to attend school between the ages of eight and fourteen years. We crowd them into schoolrooms where contagious disease spread rapidly. It is our first duty to the community to give them schoolhouses constructed in the most sanitary manner, and kept sanitary by thorough medical inspection. The board of health has done all that it could with the means at hand, but it is limited to one doctor and four nurses. Only nineteen of our one hundred schools, day and evening, are regularly visited by these nurses. Oakland has one physician and four nurses appointed by the board of education. Our board of health recently asked for ten more nurses, but the supervisors refused for lack of money. Many of the smaller cities in our state now have thorough medical inspection. Public opinion needs to be aroused to the importance of school sanitation.

Pupils should enter school at the age of six years and complete the grammar school at the age of fourteen; the high school at the age of eighteen; college or a trade at the age of twenty-one or two, or a profession by twenty-four or five. Falling behind this rate of progress is called retardation. Its two great evils are discouragement and consequent dropping out of school before the foundations of an education are well laid, or the loss of time in reaching the desired goal for the comparatively few who remain to the end. The loss of two years in school work between the ages of six and fourteen seems unimportant, but the loss thus caused between twenty-four and twenty-six is of great moment. All schools suffer greatly from retardation, and it is the great problem of all schools to prevent it. We have been giving much study to this subject. At the close of the spring term, the superintendent sent a circular letter to every parent in the city, pointing out the causes and the evils of retardation and suggesting remedies. One cause is late entering. Some parents think that pupils will make up time if entered at eight, nine or ten. A few do, but the great majority lose the same time in completing their work. Healthy children, six years of age, should be in the receiving class. Six months or a year is lost on the average through sickness. This would be minimized by medical inspection. Failure of promotion is one of the great causes of retardation. Our

course of study has been revised, so that a minimum amount is required to prepare for the work of the next grade. Ninety per cent of the children can do this work. For the abler ones, additional supplementary work is offered, so that they complete the grammar school with a much richer culture and knowledge content than those children whose ability enables them to take only the minimum requirement. Pupils doing the larger amount receive the honorary promotion.

To assist slow or retarded pupils, an ungraded class for individual instruction is established in each large school. Pupils go here in groups for additional individual instruction. Pupils who might otherwise be left over, become discouraged and drop out of school, are kept up in their work and promoted. Another means for helping backward pupils is the alternation of recitation and study periods. While the remainder of the class are preparing the next lesson, the teacher gives individual help to pupils who have difficulty.

A third method of helping individuals who are retarded, and are able to do more work on account of their maturity, than the average, is to adjust the program of two grades so that the pupil may take work in both rooms.

Formerly, courses of study were made for the average pupil. We have made a minimum course, which ninety per cent of the pupils have the ability to do successfully. This minimum contains all the work needed as a preparation for the next higher grade. It does not contain all that is worth knowing. It is better for a pupil to get the minimum requirement in the first five grades during the first five years, and then go on into higher work, than to spend five years trying to accomplish three grades, become discouraged, and leave school. All pupils take the minimum work, but additional work is provided along the same lines for those of greater ability. These are rewarded by honorary promotion. They go into the higher school with a much richer content of culture and knowledge. If eighty-five or ninety per cent of the pupils may do the grade work successfully, and if the ten or fifteen per cent may be helped by the means suggested above, we ought to have very few pupils left over in the grades, and we ought, as soon as these methods are fully established in the schools, to carry forward to graduation from the grades seventy-five to eighty per cent of the pupils who enter our schools.

When this is done, we will need many technical and polytechnic

high schools for those entering the mechanical arts. We shall need many cultural high schools for college and the professions. San Francisco will be a veritable trade center for the western world. Its ships will carry products to every shore washed by the Pacific. We have resources—we have power; we need skill and training. Our boys and girls thus finishing the grammar school at fourteen should complete the high school by eighteen; by twenty-one or two should be masters of trade or college graduates. Those following the mechanical arts or trades should begin early to build homes and rear their families. When a man is thus anchored to life, he must become a reputable citizen. Those who seek the professions should complete their studies by the age of twenty-four. We are working upon this great problem of retardation, and we need help in solving its problems.

Another of our problems is the reformation of children who, for one reason or another, have gone astray. We are doing all that is possible through the ordinary means of the schools, but there are some who should be removed from the influence of home and the streets. For this, we should have a parental school, located on ten acres of land, with a chance to study various industrial branches, including agriculture.

With a civil service tenure and a civil service examination for admission to the department, we should secure the best of teachers. The teacher's salary is at best not large. Few can accumulate enough for an old age of leisure. Consideration to humanity will not permit an aged teacher, after years of faithful service, to be turned penniless from the department. In the interests of the children, we need a retirement salary fund from which such teachers may receive a retiring pension sufficient to keep them. This will admit places being filled by those fresh and young in the profession. The benefit will come to the children; it will redound to the community, in taking care of faithful servants.

For all these, and many other improvements which we are trying to make, the great cry is "funds." San Francisco well knows the value of ample fire protection, of good sewers and good streets, but it does not fully appreciate the value of the best schools. It has been generous in its provision for the erection of buildings, but it is not generous in funds for maintenance. We must pass the dollar limit or curtail elsewhere, in order that our schools may give to the community their very best product.

THE EFFICACY OF PERSONALITY *

Dr. MARGARET E. SCHALLENBERGER

San Jose Normal School

“**N**OBLE disappointment, noble self-denial are not to be admired, not even to be pardoned, if they bring bitterness.” These are the words of one of the sweetest-natured men who ever lived, whose strong and lovely personality is so far-reaching that his words come to us even from beyond the grave with an all-conquering charm and force. Great teacher that he was, great teacher that he is, wherein lies his power of leadership? If I remind you that he was a great scholar, you reply, “There have been greater.” He was a ready writer. You say, “Our shelves are full of worthy books.” He lived and died bravely. You answer, “The world has honored many heroes.” But when I say he had a unique personality, he was Robert Louis Stevenson, you are silent.

Is personality, then, something mysterious, vague, God-given, rare, unanalyzable, hopelessly unattainable? On the contrary, personality is as common as human beings; we each possess one—I wonder how seriously we take the fact—yet it may be as all-pervading as the rarest perfume or the vilest stench. More suggestive than books or pictures or the drama, and more effective often for good or evil than any other human acquirement. It is startling when we stop to think for even a few moments upon the subject of personality, and yet how prone we are to disregard it, especially in summing up our own qualifications for any field of work. Certainly this is true in the teaching profession. Educators in executive positions, who are presumably competent critics, are constantly being called upon to testify as to the scholarship of a teacher, the technical training, the ability to discipline, and the character. None of these asks for an estimate of the value of the personality. The word character which most closely touches it merely calls forth a statement concerning the standing of the person in question as regards general moral conduct or a hazy description of temperament. Moreover, teachers themselves are constantly discounting the factor of personality in their own teachers’ meetings and round table conferences. How frequently we are

* Portions of an address before the Oregon Teachers Association in December, 1910. Reprinted from Oregon Teachers Monthly.

told so plainly and emphatically that there is no doubting the meaning of the speaker that such and such a method of procedure is quite impossible, the stamp of finality being put upon the whole discussion by the statement, "I know it is impossible, for I tested it in my own school most carefully and it failed." How often as a young teacher do I remember feeling completely disheartened by one of these personality discounters, retaining all the while a sneaking conviction inside me that if the superintendent would only give me the chance to try it in my school in my way I could make it go.

Undoubtedly there are many rather brilliant but somewhat timid personalities among our teachers whose initiative is continually being inhibited by duller but more dominant minds. There is no more crude and unvarnished display of arrogant egotism than that put forth by those who think their own experiences are typical of all experience, and who set them up as standards of finality. How can they be sure, these "profit by my experience" people, that other personalities quite different from their own might not win brilliant success where their efforts have resulted in disastrous failure? And this need not mean that they are totally unworthy and unappreciated; they may be doing heroic work in their way along other lines, but personalities are not all of a kind, thank Heaven, and because each of us is somewhat limited as to certain activities, it does not imply that we may not be specially fitted by nature and training and by peculiar conditions as to placement for others. It is no less true that success for me does not necessarily imply success for you. My natural tendency, education, temperament and environment may so combine as to make me a certain kind of personality peculiarly fitted to force home certain truths which you might push so inadequately in trying to follow my dictation as to method of procedure that they would be crushed to earth and might find great difficulty in ever rising again. I have no right because I have succeeded in my way to seek to formulate a general law of ways and means. How best you can go about your work, whatever it may be, depends enormously upon your own personality. It is a factor not to be lightly considered. Just because personalities are so powerful, a dominant one should be extremely careful not to lay a straw in the path of one who is eager but retiring and who needs encouragement to push ahead, even if only to find out for herself that she

is not on the right track. Mistakes made by eager, earnest, professionally-spirited teachers are not sins; they are frequently very solid stepping stones to progress. On the other hand, dominant minds should not attempt to block out too accurately, even in the most helpful spirit, definite, stereotyped lines of action for others.

Is there then to be no system in our educational scheme? Is each teacher to be a free lance and encouraged to carry out her own ideas, good, bad or indifferent? Assuredly not, but if principals and superintendents at large would devote less time to logical arrangement of school curricula; if normal schools and departments of education in universities would spend less time than some of them do in formulating theories of education; and if both executives and institutions for the training of teachers would devote more of their energies to what might be called training in personality, the resultant effect would tell in the greater efficiency of our teachers.

Comparatively few teachers know themselves. They may think they do, but they are mistaken. They know something about their own knowledge of subject matter. Do they know how they are using it? They know how many years of experience they have had. Do they always know what it has meant for them, what sort of personalities it has made for them? Is experience all of a kind? In engaging a cook who tells us she has had ten years' experience in making bread, we are likely to ask, "Sweet bread or sour bread?" and we would far rather engage a novice than a cook with ten years' experience in making sour bread. With teachers, however, it is different, and the teachers' agencies do not ask us to put in adjectives before the words "teaching experience." What a world of difference sweet or sour would make? How many of us actually know what effect our teaching is having upon us, and therefore upon the children in the schools, upon our friends and relatives? Does each teacher understand her power of initiative? Possibly she has none. It is rather an important qualification in a teacher. What sort of manners have we—good manners, bad manners or no manners? There are a large number of people in the world who have no manners. They live and die and never know it. Gentle manners are the natural expressions of timid hearts. A teacher who realizes the danger there is in dealing constantly with immature minds, of growing dictatorial and

overbearing, of getting and keeping her own way at all hazards, will make a direct effort to be gracious and cheerful and kindly in manner. She will do this and so will he. There are men in the teaching profession who have never been known to express themselves thus, and yet they are training boys and girls who must make their ways in the world and who are being deprived of one of the most potent factors in the social organism—good manners. I know of a man who was not offered an excellent executive position because he was first tested in an evening reception and found to have no manners. It is curious how obtuse people are about it. A mother whom I was urging once to pay a little more attention in this respect to her small boy, said with tears in her eyes, "I do try to do my duty by him. He sits by me at the table and I holler and holler at him trying to make him eat nice." Possibly an anecdote that might give us even more food for thought is this: A little girl looked up innocently into the face of a new teacher whose gentle ways were a surprise to her, saying: "What makes you talk polite and say excuse me and everything? You don't have to; you are a teacher." One of my own teachers was visiting in a home last summer when the eight-year-old son of the family, learning from some remark made in his presence that their guest was a teacher, said in a most astonished way, "Why, I didn't know you was a teacher; I thought you were a lady."

We teachers are frequently criticised for being ashamed of our profession. Certainly we do take it as a compliment when we go among strangers if the fact that we are teachers is not immediately discovered. Let us be honest. Is it not because many teachers in the past and not a few in the present have acquired a large number of rather disagreeable mannerisms? It would take a long time to enumerate them. We all know them, and we all imagine we do not possess them. But most of us do, and simply because we have not been sufficiently impressed with the necessity for their inhibition and correction. Petty authority rudely expressed is one of the most disagreeable sights in any society. Next time you go into one of our great department stores observe some of the floorwalkers. You will be sure to find one who will express in his dictatorial manner to the under-clerks what I am trying to say. Observe him carefully, and then ask yourself, adopting the words of Whitcomb Riley's little poem, I wonder if "this is the way I look and sound?"

Good manners are among the most practical assets in the business of life. There are people who in refusing a request can give more real pleasure to the petitioner than others who gruffly and ungraciously grant it, simply because the manner in which the request is refused shows human sympathy and delicacy and kindness. Good manners, when they become habitual, are merged in the personality, but if the personality is to be strong and beautiful, the manners must never be mere polite forms. Not long ago I asked a body of young student teachers to present as many situations as possible where good manners could easily and naturally function. I was astonished at the lack of ability on the part of many of them to state conditions calling for much more than a formal "excuse me," "I beg your pardon" or "you are entirely welcome." These are good enough, and it would be well if we used them oftener, especially in talking to the children, but they are only the entrance, the leading to the broad streets of courtesy in the happy land of good manners. There are hundreds of ways in showing them. Good manners always seem to me to be closely associated with personal cleanliness. Now, many people are fairly clean, but you would never know it to look at them. Undoubtedly a good complexion and neatness in dress do serve to emphasize mere soap and water applications to the skin, but nothing can absolutely counteract the effect upon a personality of downright uncleanness. It does not make any difference how much scholarship a man may possess or how many A.M.'s, Ph.D.'s, or X.Y.Z.'s may be written after his name, if he is not exquisitely clean. If his linen is not spotless, something is lacking in his effectiveness that no amount of scholarship can entirely offset. And if some daintily dressed, pink and white complexioned "I have just had a bath," small woman, with a diploma of any sort wins out in competition with her technically-trained but slovenly sister, don't blame the world for lack of its appreciation of the meaning of education; for a strikingly clean human being is always a pleasant object, and the world likes pleasant objects sometimes better than learned ones. However, there is no special reason why learned people should neglect the necessities of life and the young women with the diploma may be also the exquisite young lady of the bath.

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You remember that wonderful poem of Edward Rowland Sill. A furious battle was raging. A cowardly soldier, envying the prince's shining blade and feeling the weakness of his own weapon, broke it and cast it aside. Later the prince found the discarded sword and with it won the battle. I have always felt it was something more than mere feeling that prompted the prince to use the coward's broken sword. He knew its worth. His greater wisdom gave him an insight, and therefore a courage which the ignorance of the other man prevented him from having. And the cowardice of the covetous soldier was largely due to ignorance. If we all knew more would we not be able to do our parts in the world's work with a serenity and a daring that we do not now possess? In closing, let me repeat the poem to you and in doing so try to put before you what seems to me to be one of the most perfect blends for the production of an efficient personality; there is a sermon in it for us all:

OPPORTUNITY

"This I beheld, or dreamed it in a dream—
There spread a cloud of dust along a plain,
And underneath the cloud, or in it, raged
A furious battle, and man yelled, and swords
Shocked upon swords and shields. A prince's banner
Wavered, then staggered backward, hemmed by foes.

A craven hung along the battle's edge,
And thought, 'Had I a sword of keener steel—
That blue blade that the king's son bears,—but this
Blunt thing!' He snapt and flung it from his hand,
And lowering, crept away and left the field.
Then came the king's son, wounded, sore bestead,
And weaponless, and saw the broken sword,
Hilt-buried in the dry and trodden sand,
And ran and snatched it, and with battle shout
Lifted afresh he hewed his enemy down,
And saved a great cause that heroic day."

THE PUBLIC SCHOOLS FROM THE BUSINESS MAN'S POINT OF VIEW

SAMUEL LEASK

Santa Cruz Merchant

THE question I have been asked to deal with is, "Do the public schools meet the public demand, from the business man's point of view?" Let me say at the outset that the demands of the business man upon the public school are not materially different from the demands of other good citizens. The essential qualities of a business man are of a moral nature. Real success in business as in other walks of life is based upon a love of truth. The successful business man must adopt either consciously or unconsciously certain principles. Without these, when thrown on the sea of action, he is like a ship without rudder or compass, the ultimate destination of which is the port of Failure. He must be self-reliant and know how to think for himself. He must know how to make decisions quickly, foreseeing and choosing without hesitation.

The business man must be able to fix his attention on details and to give every kind of argument a hearing. He must be courageous, and must somehow learn that most difficult of tasks, the art of saying "no!" Then, if he is to be successful in a large way, he must have great patience and a vigorous but disciplined imagination. With these qualities he will plan boldly and execute calmly. He must have the quality of apprehensiveness, which is the faculty of thinking steadily over possible failure. In addition, he must have a deep feeling of responsibility and be endowed with diligence, accuracy and discreteness—commonplace qualities, but absolutely indispensable in a good man of business.

Now, to what extent do the public schools supply the demand for young people who have to some extent developed these qualities, or who have acquired the capacity to develop them? Some hint as to an answer may, I think, be found in the remarkable coincidence between the development and improvement of our public school system and the extraordinary progress in business methods and practices. My business experience extends over a period of thirty-six years, and I have seen the comparatively crude systems in general use in 1874 develop into the wonderfully smooth working organizations of the present day. It is impossible here to go into details showing the nature of the many improvements which have taken place, but I do not believe they could

have been brought about without a corresponding change in the early education of the men and women by whom they have been effected.

I am inclined to think that some of the most valuable results of school life are regarded by many teachers as merely incidental, when as a matter of fact they are of far more real importance than most of the formal studies. Take for instance the habits of punctuality and application. The child attending school twice every day has to report at a stated hour on pain of disgrace. The effect of this simple requirement is beyond computation from a business point of view. The habit of punctuality is insensibly formed, to remain as a lifelong asset of inestimable value. So with the habit of application, resulting from the steady grind at the daily task, the gradual mastery of one difficulty after another, the growth of confidence in the power to conquer—this habit, in very many cases first learned at school, is one of the great essentials in any vocation and in none more indispensable than in that of business.

The faculty of meeting and addressing easily and naturally all sorts and conditions of men and women is of great value in business, and what preparation for this can equal the discipline of the child at the public school, where every pupil meets every other pupil on terms of absolute equality. The unconscious understanding of child nature thus gained is the very best foundation for that understanding of human nature so essential to business success. Discipline in self-control and regard for the rights of others come to him naturally through contact on an equal footing with those who in future years are to be his fellow citizens.

The give and take of the classroom and the playground is an effective preparation for the experiences of business life. The very disputes and troubles of school develop valuable business qualities. In connection with them two sides have to be heard, evidence has to be weighed and justice has to be done. Right is justified, wrong is punished, and the eternal principles underlying all social and business life are established in a way that impresses the young mind as no maxim or homily possibly could.

Before alluding briefly to some of the formal school studies, I wish to say a word on what seems to me to be the most important feature of any school, or for that matter, of any human institution. That is the

personal characteristics of those conducting it. School buildings, playgrounds, courses of study and school activities are every one of them important, but after all the supreme test of a school is its teachers. A profound truth was conveyed by the man who, when asked to define a university, replied that a university was a log with Mark Hopkins on one end and a student on the other. The personality of a Mark Hopkins would make a university anywhere. And so with the true teacher. Where the true teacher is, there is a good school, and no amount of apparatus can make a good school in the absence of a good teacher. In my view, it is little short of a crime to commit the destinies of children to a teacher who is not fitted to teach; and whenever this is done, whether as a result of personal friendship, political "pull" or any other unworthy influence, then not only the business man, but the whole social fabric receives what may be termed a body blow. On the other hand the true teacher, filled with enthusiasm for her work, vigilant in her watchfulness of her various charges, especially the backward and defective, displaying every day strength, rectitude, patience and sympathy, is a source of light—a leading and beneficent influence whose value it is impossible to estimate.

Coming now to a consideration of some of the regular school studies, I would like to say first of all that the teaching given in the ordinary business college is not in any sense a business education. These colleges are really only schools of bookkeeping and some allied branches. But bookkeeping is not business. It is necessary to business, just as lumber tallying is necessary to building. But the man who tallies lumber is not a builder, and so a bookkeeper, no matter how expert and valuable he may be, is after all only a business man's assistant. He keeps the records of the business, but does not transact it. Instead of this record keeping being a preparation for business, it will, if kept up long enough, unfit a man for business. These are distinctions which should not be lost sight of.

While bookkeeping ability does not imply business ability, a certain degree of clerical skill is of great value to the business man. It is important that his assistant should be able: 1. to read readily; 2. to write rapidly and clearly; 3. to figure rapidly and correctly; 4. to use the English language with ease and precision.

Practically every graduate of the elementary schools can read well enough for business purposes, and on this point the demand for the business man is fully met. Whether the more exacting demands of those who look for fluency, ease and expression are met is another matter with which we are not now concerned.

In regard to the second demand—that the graduate write rapidly and clearly—I think there is no doubt that in this matter the schools are not giving us what we have a right to expect. The writing of many of the grammar school graduates is unquestionably poor, and below the standard demanded. The reason is probably better known to you than to me, but I believe that the great amount of written work required tends to habits of haste and carelessness which nullify the efforts of the writing instructor. Be the cause what it may, the fact remains that the penmanship of the schools is below the standard demanded in business.

Notwithstanding the time and care given to the teaching of arithmetic, I do not believe that results are entirely satisfactory. The average pupil's mastery of the fundamental operations is not complete, and while he may have a good grasp of principles, he often fails to work them out correctly. Is it not possible that you attempt to cover too much ground, and fail to give the necessary drill in the essential operations, which are about the only ones used in ordinary business? This is a very important question, because, while the young person entering business life soon acquires the necessary efficiency in this branch, it is not creditable to the schools that this efficiency is secured after leaving and not before leaving school.

In the matter of language there is also cause for dissatisfaction. The pupils, and I understand some of the teachers, habitually use language that is grammatically incorrect and far from elegant. The use of slang phrases is almost universal, and my observation leads me to believe that a command of good, clear, expressive English is rather rare among grammar grade pupils. I do not believe it is demanding too much that a child of fourteen should have acquired a fairly good vocabulary, and should not only know the grammatical rules, but habitually use grammatical language, at least, in written work. Children who go out into the world handicapped by bad language habits are at a serious disadvantage, and just what can be done in school to overcome these

habits is a question of great importance. I realize that the whole problem is one of extreme difficulty on account of the influences to which the child is subjected outside of school.

The average pupil is under school control about 1,000 hours per year. Assuming that a child's waking hours each day number fourteen, you have approximately 6,000 hours of conscious life each year, only 1,000 hours of which are spent under school influences. That is to say, five-sixths of a child's time, exclusive of the time spent in sleep, is spent under conditions which its schools and teachers are unable to control. Those who lay all the shortcomings and imperfections of children at the door of the schools should once in a while stop to consider this phase of the question. Is it reasonable to expect the teacher to overcome in one hour the language habits and thought habits to the learning of which the child has diligently devoted five hours of its time? If the business man makes this kind of a demand, he can not be regarded as entirely reasonable, and yet he does demand, on the part of those connected with his business ability to avoid slang and to use our noble mother tongue with some approach to fluency and precision.

Notwithstanding these defects, which are no worse now than in the past, and no worse here than elsewhere, our public schools are doing splendid work. The children they are turning out may not be prodigies of learning, but I think we are coming more and more to see that there are far more valuable kinds of ability than the ability to memorize facts and principles. Certainly, the business man demands something entirely different from this faculty. He wants young people who can think and act. In business life an ounce of wisdom is worth a ton of knowledge, and the old idea that knowledge was the main object of school effort was to a certain extent a fallacy. Some of the most hopeless incompetents we meet are crammed full of information of all conceivable kinds. The business man's demand is for people who know how to use what they have acquired, and in so far as you can by manual training and real work of any kind develop this faculty, you are helping to supply what the business man demands.

Now, one word in conclusion as to certain criticisms of the public schools. It has become a sort of fashion in some quarters to belittle their work and find fault with its results. You will find, I think, as a rule, that much of this criticism comes from people who have no concep-

tion of the difficulties of the school problem. It is very simple to sit back and demand perfection, then rail and denounce because it is not immediately forthcoming. All we have a right to demand is progress. In order to progress you must experiment, and necessarily some of your experiments will fail. If you were sure they would in every case succeed, they would not be experiments. But these inevitable failures are eagerly seized upon, magnified, distorted and dished up for public consumption by critics who have no knowledge of the difficulties of the subject. Some days ago in talking over these matters with one of our Santa Cruz business men, he told a story, credited to Booker Washington, which fits this phase of the subject exactly. A man had settled in a small town in which there was no public meeting house, and after collecting money enough to buy the material, succeeded in having one built, largely by his own labor. After it was finished a "leading citizen" of a familiar type proceeded to point out to the builder various defects in the structure. Finally the man who had done his best to accomplish something remarked to the critical citizen who had done nothing, "My friend, you have the advantage of me." "How is that?" asked the critic, and the reply was, "You never built a meeting house for me to criticise."

AN ALTERNATIVE PLAN OF HOLDING INSTITUTES

J. E. REYNOLDS

Superintendent Ventura County Schools

TWO hundred thousand dollars a year is subtracted from the money provided for the education of the children of the state and spent for teachers' institutes. In many counties two-thirds the cost of the institute can be saved to the children; and this, not only without impairing its usefulness, but, on the contrary, actually strengthening some of its weak places and making it more effective.

Among the weaknesses of the institute is the fact that the great majority of teachers are, from its opening to its closing moment, in a state of passivity towards all that goes on. In the school the true teacher acts as far as possible on the principle of learning by doing, for he knows that mental alertness depends mainly on the self-activity of the learner. His constant aim is, not to do for the learner, but to keep the learner

doing for himself. In the institute, on the other hand, young teachers sit, hour after hour, and session after session, passive as pitchers waiting to be filled, as if the best, the only way to learn is by listening to the expression of the product of other people's thinking.

Again, the institute program is frequently so overcrowded that towards the close of the sessions it is a weariness to the flesh to sit politely still, and pretend to be listening. And even where the program is not over-crowded it is necessarily so extensive, occupying from three to five days, and covers such a variety of topics, that adequate reflection on the ideas presented, and consequent assimilation, is quite out of the question. A too generous supply of rich food clogs the mental digestion.

Abraham Lincoln said on one occasion that he did not profess to be an educated man, and that it was a source of constant surprise to him that learned men, professors in universities, should hold his speeches as models of English, and use them to exemplify rhetorical principles. He said, however, that from his youth up he had had the habit of turning over and over in his mind any new thought that was presented to him until he understood it thoroughly, in all its length and breadth and thickness. And having thus mastered it, he sought the words to give it clear and precise expression, never satisfied until he had clothed it in language that seemed exactly fitting.

Here was perfect assimilation of new ideas. Has pedagogy ever discovered a better method of education? In most educational institutions, from the elementary school up, there is proportionately too much listening, as well as too much reading, and too little use of the thinking powers of the individual; and this weakness shows at its feeblest in the teachers' institute. The net result of the institute is often a vague impression of good things heard on many different subjects, not a clear, definite, thorough grasp of new ideas on any subject.

Mainly because of the inadequacy of the institute for the interchange of ideas on school problems, associations like schoolmasters' clubs are growing in number all over the state. In the meetings of these associations a topic presented by a leader is discussed by the comparatively few members with a freedom that in an institute is impossible. Each feels the interest that comes with the opportunity to express his opinions, and each also has the stimulus which comes from the knowledge that he him-

self will be called upon at some future time to present a subject for the discussion of the members.

Another weakness of the institute is that it is too much a teachers' institute. In it teachers listen to more or less able speakers, who present greater or fewer new ideas, who stir their interest more or less, and at times arouse their enthusiasm. And then they "resolute," and frequently go to the trouble and expense of printing their resolutions and broadcasting them over the land. Last year the Ventura county institute sent a copy of one resolution to each trustee in the county. And what good came of it? If any result followed, good, bad or indifferent, it has not thus far become apparent. What is needed is that school trustees and patrons should attend the institutes; they should hear the able speakers, they also should get the new ideas, their interest should be stirred, and their enthusiasm aroused. Any reform shown to be advisable could then be effected, for the ideas, the interest and the enthusiasm would be in the minds of the people who possess the power to make the reform.

What is the use of arousing enthusiasm in a teachers' institute over raising teachers' salaries, or over a dozen other subjects often discussed? A teacher may leave the institute in a blaze for the improving of school grounds, or the decoration of schoolrooms; but she comes to trustees who are not at all interested, who don't see where the money is to come from, and whose lack of sympathy acts on her generous emotion like a wet blanket. Sometimes, of course, persistence overcomes apathy; but more often the fire is quenched, and nothing is done.

Finally, the present institute is extremely expensive. A three days' session in Ventura county, which has only one hundred thirty teachers, costs \$3,000, \$1,000 a day. A teacher's salary for the session averages \$20, and the other expenses approximate \$400 more. That is to say, the children of the county are, for the sake of the institute, deprived of the schooling which this money would pay for. It may be worth it; but if a cheaper method, which may possibly produce as good results educationally, can be found, it ought to be given a chance to demonstrate its usefulness.

The plan of local evening institutes is believed to be such a method. It is desired that the legislature shall, without abrogating the present law governing institutes, amend that law so as to permit a school superintendent who may so elect, to hold, instead of the annual institute, local

AN ALTERNATIVE PLAN OF HOLDING INSTITUTES

evening institutes at different points in the territory under his jurisdiction, at various times throughout the school year.

To put the matter, for the sake of clearness, in concrete form, Ventura county could be divided into five or six sections in such a way that the teachers, trustees and people of each section could come together at a convenient central point in each section for a local evening institute. The superintendent would then advertise the first series of evening institutes throughout the county, say, for the moonlight week of October. On Monday evening, he, with a good lecturer, would meet the teachers and people of section number one. The first hour of the meeting might be devoted to short papers or talks by two or three teachers and trustees, followed by an open discussion; and the program would conclude with a first-class educational lecture. On Tuesday the superintendent and lecturer would repair to the central point of section number two and hold a similar institute in the evening. On Wednesday and Thursday and Friday the program would be repeated at the central points of sections three, four and five. Thus, during the week, an evening institute would be held in the county at each of five points accessible to teachers, trustees and people of the surrounding school districts.

This would be all for the month of October; but in the moonlight week of November the superintendent would get another good lecturer for another series of five evening institutes, omitting one of the five places visited before, in order to hold an institute at the central point of the sixth section. Again in December there would be another week's series, and others in January and February and March and April. The institute would thus be spread over seven months of the school year, instead of being crowded into one week of from three to five consecutive days.

One advantage over the present plan would be that the teachers would be more active in the work of the institute. There being fewer teachers, each would have opportunity to take part in the discussions; and many of them in each section of the county would be called upon, at some time during the year, to take the leading part in a discussion by preparing a short paper or talk upon some problem of school work with which they were familiar. Putting more of themselves into the institute, they would unquestionably get more out of it.

Again, there would be ample time for the assimilation of new ideas. After one evening of institute a whole month would elapse before the next

session, plenty of time for reflection, for the interaction of old and new ideas upon each other, for, as it were, the mixing of the old and new into a solution, and the crystallization of an entirely new thought product. In other words, the mental food, thoroughly digested, would go to upbuild the intellectual system of the consumer.

Furthermore, trustees and patrons would be in attendance at the institutes, would take part in the discussions, and would view school matters from what would be to most of them an entirely new and helpful standpoint. More or less complete sympathy and hearty co-operation of teachers, trustees and parents might be hoped for as a result of the frequent interchange of ideas in such local institutes. Moreover, the people of every community in the county would be given opportunity to enjoy a series of first-class educational lectures, as good as can be heard by residents of Los Angeles or San Francisco. Many of the great minds of the land are concerned with the means to make life on the farm better worth living; and as one of the means to this end the evening institute may well be of immense value to the community.

Finally, in the matter of cost the local evening institute has an enormous advantage over the present plan. An excellent lecturer can be employed for from \$100 to \$125 for five evenings. Other expenses may bring the total cost to \$150 a week, \$900 for six series throughout the year. This would effect a saving of \$2,100 a year from the cost of the present institute in Ventura county; or, as the teachers would probably earn their salaries by teaching during the week which they now spend at the institute, the school funds would be drawn upon for \$900 more than at present. But by the investment of this \$900 there would be saved to the children of the county \$3,000 worth of schooling every year.

The next legislature, then, ought to pass a bill embodying an amendment to the present law, so as to permit the holding of local evening institutes in lieu of the present annual institute. It ought to do it, first, because the local institute will be, at least, as helpful to the teacher as the present institute; second, because it will be better for trustees and school patrons, ninety per cent of whom are now precluded from attendance; third, because its lectures will be an educational force of the highest value for the people of every community; and fourth, because it will save for the schooling of the children two-thirds of the large amount which the present institute costs.

STATEMENT OF PRINCIPLES

Adopted by the California Teachers' Association

Concerning Organized Play—

WHEREAS, We believe that it is the duty of the public schools to provide recreation in the form of organized play for pupils of all ages; be it

Resolved, That we favor the purchase of suitable grounds adjoining all school buildings, and provision for competent supervision of the games and sports, as experience has shown that unsupervised playgrounds become a moral menace, while the presence of properly trained leaders gives valuable training for citizenship.

Concerning Vaccination—

WHEREAS, The present vaccination law places a great burden upon the boards of trustees of the school districts of California; and,

WHEREAS, Enforcement of its provisions in the public schools of California produces much friction between teachers and parents without accomplishing the full intent of the law; and,

WHEREAS, There has now been developed a sufficiently strong system of county and city health officers to take charge of protecting the State from the inroads of smallpox; therefore, be it

Resolved, That the California Teachers' Association endorses a new law to encourage general vaccination in the state of California and to repeal the general vaccination law as approved February 20, 1889. In principle this proposed new law provides for:

1. General vaccination.
2. For the transference of its enforcement from boards of school trustees to the health officers of the State.
3. For its extension to all schools public and private.
4. For an alternative clause under which children of parents who object to vaccination may continue in school by permission of the health authorities.
5. For the withdrawal from school of all unvaccinated children and persons upon the filing with the teacher or other school authorities of a statement by the health officer that smallpox exists in the district, and a presentation of an official list of those persons who are to be excluded;

this withdrawal to be operative until smallpox no longer exists in the district.

6. For a penalty clause making the violation of this law a misdemeanor punishable upon conviction by a fine of not less than twenty-five (25) dollars, or more than three hundred (300) dollars, or by imprisonment for a period of not more than thirty (30) days, or by both fine and imprisonment.

Concerning Industrial Education—

WHEREAS, In pursuance of a resolution of the C. T. A., adopted December, 1909, a commission under the chairmanship of Mr. Harris Weinstock was appointed to consider the question of "Industrial Education"; and,

WHEREAS, The said commission has made a report in reference to the needs of our State and has proposed a bill for presentation to the next California Legislature providing for special state aid to be given to schools giving such industrial education; therefore, be it

Resolved, That the C. T. A. hereby approves the measure as presented and urges the adoption of the same by the Legislature.

Concerning Medical Supervision—

WHEREAS, The problems of medical supervision of schools and instruction in hygiene and sanitation have been sufficiently studied to prove their unquestionable value; therefore, be it

Resolved, That we urge the extension of the same to all schools, and that in schools not under the direction of special medical directors that more careful supervision of health be secured through the teachers under the direction of the State Board of Education and State Board of Health.

Concerning the N. E. A.—

WHEREAS, The next session of the N. E. A. is to be held in San Francisco, July, 1911; be it

Resolved, That the C. T. A. extends its heartiest welcome to our Eastern friends and pledges its warmest support to our representatives in making the coming meeting a notable one.

STATEMENT OF PRINCIPLES

Concerning Tenure of Teachers—

WHEREAS, The present tenure of teachers in many sections of California is unsatisfactory; and,

WHEREAS, The California Council of Education has proposed a measure which if enacted would remedy this matter; therefore, be it

Resolved, That the C. T. A. recommends the adoption of the same by the Legislature.

Concerning Better Sanitation—

WHEREAS, The State Board of Health has undertaken a campaign of popular education in matters of sanitation; therefore, be it

Resolved, That this association heartily endorses this campaign and pledges its co-operation in this worthy movement.

Concerning Teachers' Salaries—

WHEREAS, The increased cost of living has not been accompanied by commensurate increase in teachers' salaries; therefore, be it

Resolved, That we respectfully direct the attention of school officers and of the public generally to the necessity of higher salaries for teachers if capable persons are to be induced to enter this work, and if proficient teachers are to be retained in the service of the State.

Concerning Salary Warrants—

WHEREAS, It is only just that teachers who engage to teach for a stated salary should receive their monthly compensations in full; and,

WHEREAS, Our present system of payment of salary warrants makes the discounting of such warrants practically obligatory; therefore, be it

Resolved, That the Legislative Committee of the California Teachers' Association be instructed to endeavor to secure suitable legislation whereby salary warrants may be made interest-bearing from date of issue to the date when proper funds are available for their payment.

Concerning a State Retirement Law—

WHEREAS, The State can promote and maintain an efficient school system only by attracting and retaining in its service the highest type of teachers; and,

WHEREAS, This is manifestly impossible unless an adequate provision for disability and old age is made; and,

WHEREAS, The State alone is in a position to make such a provision; therefore, be it

Resolved, That the California Teachers' Association declares itself in favor of a comprehensive state retirement law without compulsory insurance features.

Concerning the Securing of Positions—

We desire again to reiterate the resolutions of previous sessions of the C. T. A. condemning the use of personal, political or social influences or any other arguments than those of fitness for the securing of appointments to positions in the schools and we desire to urge that these standards should be applied as rigorously to those seeking the so-called higher positions as to those of less rank.

Concerning Standards of Certification—

WHEREAS, The courses of study in our high schools have so rapidly incorporated those subjects which are usually taught by teachers holding special certificates; and,

WHEREAS, The law under which such certificates are now granted is indefinite as to standards and inefficient in its results; therefore, be it

Resolved, That the C. T. A. hereby calls for an enactment of law providing for the issuance of special high school certificates under a plan similar to that now in operation in reference to regular high school certificates.

Concerning Commercial Training—

Resolved, That the C. T. A. requests the College of Commerce of the University of California to introduce such courses as will train teachers for commercial teaching in our high schools.

Concerning International Peace—

Resolved, That as teachers and as citizens we recognize the vast importance of the great world-wide movement in favor of international peace and arbitration; and we trust that at no distant day the waste of

STATEMENT OF PRINCIPLES

war may cease, and the oppressive burdens of taxation consequent on excessive military expenditures be ended. To that end we favor the suitable observance of Peace Day, May 18th, in all the public schools of the State.

Concerning the Election of Representatives—

The mode of electing the representatives from the Bay Section of the California Teachers' Association to the California Council of Education shall be as follows: A nominating committee, consisting of one member elected by each county institute meeting with the section and four members at large appointed by the president of the section, shall make its recommendations not later than the close of the first day's session of the annual meeting to the secretary, who shall immediately post them in a conspicuous place. Until noon of the second day a nomination, or nominations, shall be made whenever fifteen members shall present to the secretary any name or names of members of the section as nominees for representatives to the Council, which nominations shall be posted together with the recommendations of the nominating committee not later than two o'clock of the same day. Election shall be by the members by the Australian ballot, on which ballot the names of all the nominees shall be alphabetically arranged with the residence and educational position of each on the morning of the third day.

THE MAN TO CHALLENGE

Of the challenging of jurors one remembers a tale from Ireland. The prisoner was hard to satisfy, and juryman after juryman was asked to leave the box. However, all things come to an end, even in Ireland, and at last the swearing of the jury was completed. And then the prisoner leaned over the dock and sought the ear of his solicitor. "The jury's all right now, I think," he whispered, "but ye must challenge the judge. I've been convicted under him sivilal times already, and maybe he's beginnin' to have a prejudice."—*London Chronicle*.

AN ESTIMATE

Train Passenger (to porter who is wielding whisk)—Much dust on me, porter?

Porter—'Bout 50 cents' wuth, sah.—*Boston Transcript*.

RECORD OF ADOPTIONS OF STATE TEXTBOOKS*

GEO. L. SACKETT

Secretary State Textbook Committee

READERS

- First Series (by local editors) Sept., 1886
Second Series (revised edition by local editors) Aug., 1894
Third Series (Cyr Readers, published by Ginn & Co.) . . . July, 1905
Fourth Series (Aldine Primer by Newson & Co.; Progressive
Road to Reading—Book One, by Silver, Burdett & Co.;
Brooks' Second and Third Readers by American Book Co.;
Stepping Stones to Literature—A Fourth Reader and a Fifth
Reader by Silver, Burdett & Co.) July, 1910
First Series used eight years.
Second Series used eleven years.
Third Series used five years.
Fourth Series adopted for four years.

GRAMMAR

- First Book (by local editors) June, 1888
Second Book (revised edition by local editors) July, 1896
Third Book (Steps in English, by American Book Co.) . . . July, 1906
First Book used eight years.
Second Book used ten years.
Third Book still in use.

LANGUAGE · LESSONS

- First Book (by local editors) June, 1889
Second Book (Steps in English, by American Book Co.) . . July, 1906
First Book used seventeen years.
Second Book still in use.

SPELLER

- First Book (by local editors) Sept., 1886
Second Series (two books by Chancellor—Macmillan Co.) . July, 1907
First Book used twenty-one years.
Second Series still in use.

*From a report to the State Board of Education, Jan. 28, 1911.

RECORD OF ADOPTIONS OF STATE TEXTBOOKS

PRIMARY ARITHMETIC

- First Book (by local editors) Dec., 1887
Second Book (by McClymonds and Jones—American Book
Co.) Jan., 1906
Second Book re-adopted for eight years Jan., 1910
First Book used nineteen years.
Second Book still in use.
-

ADVANCED ARITHMETIC

- First Book (by local editors) June, 1887
Second Book (Hornbrook—American Book Co.) July, 1904
Third Book (McClymonds and Jones—American Book Co.) . .
. July, 1910
First Book used seventeen years.
Second Book used six years.
Third Book adopted for eight years.
-

INTRODUCTORY HISTORY

- First Book (Thomas—D. C. Heath & Co.) July, 1904
Book still in use.
-

ADVANCED HISTORY

- First Book (by local editors) June, 1888
Second Book (McMaster's U. S. History—American Book Co.)
. Apr., 1904
Third Book (revised edition McMaster's Brief History—Ameri-
can Book Co.) Jan., 1910
First Book used sixteen years.
Second Book used six years.
Third Book adopted for eight years.
-

INTRODUCTORY GEOGRAPHY

- First Book (by local editors) June, 1890
Second Book (Tarr & McMurry—Macmillan Co.) July, 1904
Second Book re-adopted for eight years (new plates used) . . July, 1908
First Book used fourteen years.
Second Book still in use.

SIERRA EDUCATIONAL NEWS

ADVANCED GEOGRAPHY

- First Book (by local editors) Sept., 1893
Second Book (Redway & Hinman—American Book Co.) . July, 1904
Third Book (Tarr & McMurry—Macmillan Co.) July, 1908
First Book used eleven years.
Second Book used four years.
Third Book adopted for eight years.

PHYSIOLOGY AND HYGIENE

- First Book (by local editors) June, 1891
Second Book (Colton's Elementary—D. C. Heath & Co.) . July, 1906
First Book used fifteen years.
Second Book still in use.

CIVICS

- First Book (by local editors) Apr., 1892
Second Book (Dunn's Community and The Citizen—D. C. Heath & Co.) Jan., 1910
First Book used eighteen years.
Second Book adopted for eight years.

WRITING BOOKS

- First Series (Platt R. Spencer's Sons—Amer. Book Co.) . . Jan., 1908
(The eight writing books of Spencer's Sons are bound in five books for the State Series.)
First Series still in use.

BASEBALL FATALITIES

A baseball enthusiast took his wife to the ball game. That night the "fan" was awakened from his slumber by his better half shouting in her dreams: "Kill the umpire!" Half asleep, he sprang out of bed, and in doing so knocked over the washstand. The crash awoke Mrs. "Fan." "Did you kill the umpire, John?" she inquired.

"No," replied John, angrily, "but I smashed the pitcher."—*Success Magazine*.

SAYINGS OF LINCOLN

Let us have faith that right makes right; and in that faith let us dare to do our duty as we understand it.

I have one vote and I shall always cast that against wrong as long as I live.

No men living are more worthy to be trusted than those who toil up from poverty.

No man is good enough to govern another man without that man's consent.

Gold is good in its place; but loving, brave, patriotic men are better than gold.

Be sure you put your feet in the right place, then stand firm.

A private soldier has as much right to justice as a major-general.

I do not think much of a man who is not wiser to-day than he was yesterday.

I do not wish to die until the world is better for my having lived.

You can fool some of the people all of the time, and all of the people some of the time, but you can't fool all of the people all of the time.

If we do right God will be with us, and if God is with us we can not fail.

Suspicion and jealousy never did help any man in any situation.

I'm nothing, but truth is everything.

When I am dead I want my friends to remember that I always plucked a thistle and planted a rose when in my power.

When you have written a wrathful letter, put it in the stove.

This country with its institutions belongs to the people who inhabit it.

All that I am or hope to be I owe to my angel mother.

Gleanings

At the recent meeting of the State Board of Education, changes were made in the physiology and language texts. Ritchie's Primer of Sanitation and Hygiene, published by the World Book Company, will succeed the present physiology. Guide Books to English, Books One and Two, published by Silver, Burdett & Company, will replace the Steps in English, our official texts for the last four years.

Chico's fine new high school, erected at a cost of \$50,000, was wrecked by fire on January 11th. It is supposed that the fire resulted from an overheated furnace.

By a vote of more than seven to one Santa Monica has decided to build a polytechnic high school costing \$200,000. An additional \$25,000 for play-grounds carried at the same election by more than six to one. And thus the good work goes steadily on.

A. S. Boulware, principal of the Colusa high school, has accepted a position in the San Francisco normal. B. A. Lindsay of Washington has been elected to succeed Mr. Boulware at Colusa.

Col. Theodore Roosevelt will deliver the Charter Day address at the University of California on March 23d. He will also give a series of lectures under the Earle foundation in connection with the Pacific Theological Seminary. Other noted men who have lectured under the Earle foundation are Dr. Henry Van Dyke and Ambassador James Bryce.

Miss Hazel Moise is teacher of shorthand and typewriting in the Bakersfield high school, vice Miss Olive Blacker, resigned.

At its meeting on February 10th, held in Sacramento, the State Board of Education granted the University of Southern California the right of conferring the high school teacher's certificate on the same terms with the State University and Stanford. This is a signal triumph for the U. S. C. and is regarded as one of the biggest forward steps in the remarkable progress of the university of the southland in recent years.

Miss Frances Reed of Berkeley, has accepted a position as commercial teacher in the new high school at Ripon.

Miss Mary C. Burnett has been elected teacher of drawing in the Vallejo high school, vice Miss Ina Wilkinson, who resigned to be married.

The College of Agriculture, which is second in point of size and the first in point of history in the university, is experiencing unusual development during the current year. Upward of 250 students are registered in this college, and these, together with the students of other colleges which exercise their elective privilege in the direction of agriculture, comprise a total enrollment of about 1,000 in the classes of the agricultural instructors. In 1900 there were 31 pupils taking the full agricultural courses. Ten years ago there were 47 courses offered by 11 instructors. In 1907 there were 76 courses by 26 instructors and this year there are 106 courses, many of which continue throughout the year, and 36 instructors. A score of years ago the department needed students; now, its greatest demand is for facilities to accommodate the students registered.

The Agricultural department includes the College of Agriculture as an instructional part of the University and the Agricultural Experimental Station, a research institution maintained with funds from the United States, from the University and from the State of California. Its work is conducted at the University in Berkeley, at the Davis Farm, at the Kearney estate, at the branch station at Riverside and at the laboratory for the study of plant disease at Whittier. A special branch of the department in charge of extension work conducts the farmers' institutes and the demonstration trains. During the past year the extension work gathered 29,108 farmers in meetings of from one to five days in duration and gave lectures and explanations to 73,663 people who visited the demonstration train during its 223 stops in covering 3,236 miles along the lines of the Southern Pacific Railway.—*California Alumni Weekly*.

T. E. Loynahan, supervising principal of the San Rafael grammar school, has resigned to enter an insurance firm in San Francisco.

Mrs. Harriet L. Wilson, who was superintendent of Colusa county for twelve years, has gone to Columbia to secure her doctor's degree.

The publishing firm of Silver, Burdett & Company has been reorganized. Haviland Stevenson, well known to many California school people, is now vice-president and general manager. J. P. Kennedy, an eastern representative of the firm for the last five years, is now the California representative with headquarters at Los Angeles. The coast manager, W. G. Hartranft, has also under his direction Frank Robinson, as the Oregon and Washington representative, with headquarters at Everett, Washington. Evidently business is looking up.

Miss Vera Holloway has been elected domestic science teacher in the State Normal School, Los Angeles.

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Warren's Elements of Agriculture.....	1.10

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SAN FRANCISCO

Say you saw it in the Sierra Educational News

For the first time in several years, President Benjamin Ide Wheeler is giving a series of lectures at the university. His lecture course is a repetition in English of the series of addresses he gave before the University of Berlin last spring on "American Democracy as Represented in College, School and Church." These lectures are given in California Hall, room 101, every Wednesday at 4 p. m., and are open to the public as well as the student body.

Marion F. Reynolds, principal of the Shasta county high school, died on January 19th. Mr. Reynolds was a young man of exceptional ability. His untimely death is a genuine loss to the educational interests of northern California. To fill the vacancy the Board of Education promoted Mr. Potts of the present faculty of the school.

Mrs. Margaret Campbell has been appointed teacher of the commercial branches in the Long Beach high school.

Miss Anna L. Oathout has been appointed head of the mathematics department of the Pomona high school.

Karl A. Machetanz has been elected teacher of algebra in the Pomona high school.

An interesting article by Dr. A. W. Stamper of the Chico normal school appeared in the January number of *The School Review*. The article is entitled, "The Financial Administration of Student Organizations in Secondary Schools." The article deals with the problem in a practical way, by tracing clearly the methods of handling the finances of the student organizations in the Chico normal. This article will be helpful to all secondary schools in furnishing a satisfactory method of handling an important question. Any person wishing a copy will please address State Normal School, Chico, California.

Miss Florence Chubb has been appointed English teacher in the Cogswell polytechnic school, San Francisco.

Robert Simon has been appointed principal of the grammar school at Etna Mills.

Arthur H. Chamberlain of Pasadena, will attend the coming meeting of the Department of Superintendence at Mobile, February 23d-25th. Mr. Chamberlain will bear the greetings of California to this meeting and incidentally will boost the N. E. A. meeting in San Francisco next July.

Our Latest School Census

just completed, shows a heavy increase over the highest previous total of Remington Typewriters used in business schools. It shows a 2 to 1 Remington majority over any other typewriter.



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Say you saw it in the Sierra Educational News

The second general meeting of the southern California Science and Mathematics Association for 1910 was held at Throop Polytechnic Institute, December 3, 1910. A large and enthusiastic crowd of teachers took part in the meeting and listened to a very excellent program. Chas. E. St. John, of the Mt. Wilson Observatory staff, gave an illustrated address on the solar work of the observatory, in sight of which the meeting was held. Dr. George H. Kress, of the College of Medicine of U. S. C., gave an illustrated talk on the Prevention of Disease, Its Place and Study in Our Schools. Dr. Ralph Arnold addressed the association on the Geology of Southern California. A resolution was adopted urging Congress to make an appropriation of \$75,000 to the Bureau of Education for the study of special school problems. The following were elected as officers of the general association for the year 1911: President, W. H. Snyder, Hollywood U. H. S.; vice-president, F. P. Brackett, Pomona College; secretary-treasurer, George C. Bush, South Pasadena Public Schools. A pleasant feature of the meeting was the luncheon at Throop Academy and an automobile ride about the city. The next meeting will be held in April.

Arthur Baugh, principal of the Ferndale grammar school, has been elected principal of the Orland high school.

Miss Millicent Bingham has been elected teacher of English and history in the Orland high school.

Mrs. M. Newman has just accepted a position as teacher of history and algebra in the Los Gatos high school.

Mrs. Alice Osden Hunnewell of the Los Angeles normal, addressed the Redlands Contemporary Club on February 13th, on the Art of Story Telling for Children. Mrs. Hunnewell illustrated her lecture by telling a few stories to the children of some of the ladies present. Special attention is given to story telling in the training school and in the regular Reading and English courses in the Los Angeles normal. Mrs. Hunnewell has been doing good extension work in carrying to parents the necessity and pleasure of bringing to children in artistic form the standard stories of our literature.

Eugene Knight of Red Bluff has been elected supervising principal of the San Rafael grammar school, Mr. Wood will be in charge of Mr. Knight's work at Red Bluff.

W. M. Masters of San Diego county has been elected teacher of history in the Sacramento high school.

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Among the many attractions in Europe this summer will be the Coronation of King George V in June and its attendant festivities; the Festival of Empire; the Scottish Exhibition at Glasgow; and the International Exhibition of Industry and Labor at Turin, Italy.

James F. Chamberlain of the Los Angeles Normal has an admirable article in the December (1910) number of the *Journal of Geography*. The subject is, "Climate As Related to Industry and Commerce," and is handled in Mr. Chamberlain's interesting, lucid manner. Do the teachers of California know that Mr. Chamberlain is one of the most eminent geographers in America?

A joint meeting of the Assembly and Senate Committees on Education was held in the Senate chamber on the evening of February 9th, Senator Strobbridge in the chair. The evening was devoted to a discussion of the industrial education bill, the bill to transform Throop into a California Polytechnic Institute, and the retirement salaries bill. Col. Harris Weinstock made the principal address in behalf of the industrial education bill; Lieutenant Governor Wallace and Supt. Mark Keppel spoke in favor of transferring Throop to the State; Dr. A. F. Lange, supported by several others, presented the arguments for pensions.

Miss Agnes Carroll has been elected English teacher in the San Jose high school.

A number of school men interested in industrial education banqueted at the Forum Cafe, Oakland, on February 11th and discussed the need of broadening the scope and purposes of manual training work. Jas. E. Addicott presided and short talks were given by A. H. Chamberlain, F. K. Barthel, F. R. Cauch, C. A. Evans, W. A. Tenny and E. S. Carniglia. It was decided to continue the meetings monthly and F. K. Barthel was made chairman for the March meeting. The club will endeavor to serve the triple purpose of sociability, discussions of classroom problems pertaining to industrial education, and to engage as speakers men who are actively engaged in industrial pursuits.

At a meeting of the State Board of Education in Sacramento on February 9, 1911, the designation of the *Western Journal of Education* as the official organ of the department of public instruction was withdrawn by a vote of nine to one. A committee of three, consisting of Hardy, Lange, and Ware, was appointed to confer with a committee of three from the California Council of Education concerning mutually satisfactory conditions upon which the SIERRA EDUCATIONAL NEWS might be designated as the official organ.

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There is war at Stanford. President Jordan has ruled against freshmen taking part in intercollegiate athletics. He also suggests that there shall be no more paid coaches, and that certain standards of scholarship be required as prerequisite to taking part in athletics. Who said that President Jordan is an advocate of peace?

Dedicatory services of the Hemet Union high school were held on February 10th. Supt. J. H. Francis of Los Angeles, made the principal address of the day. Short talks were given by Prof. W. Scott Thomas, Supt. Raymond Cree, Supt. Edward Hyatt, and Principal Edgar T. Boughn. The formal dedicatory services were preceded during the day by a series of contests and receptions.

Miss Stella Carlyle is teaching English in the San Mateo high school.

Mills College joined in the general rejoicing at the decision in favor of San Francisco for the great exposition in 1915. The chimes rung "America," and the great bell, entitled "Love," in the campanile rang so as to be heard fifteen miles away.

EDUCATIONAL NOTE

A most valuable and practical suggestion is offered to schools in an article by Professor W. M. Davis of Harvard University which appears in a recent number of *The Nation*. The article is a discussion of the "Topographical Maps of the United States," issued by the National Geological Survey. Professor Davis, who is a physiographer of international reputation, describes these maps as most excellent in every detail. He says, "They constitute to-day an indispensable element in the equipment of any one who would acquaint himself with our geographical foundation for problems of any sort," and continues "The best of it is that these excellent maps are made available for wide use by being sold at a merely nominal price—five cents for a single sheet, or three cents a sheet by the hundred. If it were generally known that three hundred and thirty-three excellent maps can be bought for ten dollars, many a library and school, where few maps are to be found to-day, would begin a map collection and build it up toward completeness by new orders every year."

This is a hint from one who is a noted teacher and textbook writer as well as scientist, for Professor Davis has had a brilliant career at Harvard and is the author of a series of Physical Geographies (Ginn & Company, publishers) which are authoritative texts in the subject throughout the schools. His election on November 19th to the Berlin Academy of Science is only one of the many honors tendered him at home and abroad. The idea is worthy of careful consideration.

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The first session of the Institute last summer was so highly successful that the management is increasing the buildings, equipment and instruction to more than double the proportions of last year.

References: Dr. Alexis F. Lange, head of Department of Education, University of California, Berkeley; Dr. Morris E. Dailey, President State Normal School, San Jose; Hon. Edward Hyatt, Superintendent of Public Instruction, Sacramento; Dr. James E. Russell, Dean Teachers' College, Columbia University, New York; David Starr Jordan, President Stanford University.

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A delightful book in every respect. The favorite stories of successive generations of children here find admirable retelling, and the illustrations in color are quite captivating. In a day of many fine primers, this book easily ranks among the very best.

LABORATORY MANUAL IN BIOLOGY. By Richard W. Sharpe, Instructor in Biology, De Witt Clinton High School, New York City. Cloth, 353 pages, illustrated. Price, 75 cents. American Book Company, 565 Market street, San Francisco.

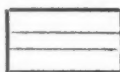
In this Manual 56 important problems of biology are solved; that is, the principles of biology are developed from the laboratory standpoint. It is a teacher's detailed directions put into print. It states the problems, and then tells what materials and apparatus are necessary, how they are to be used, how to avoid mistakes, and how to get at the facts when they are found. Following each problem and its solution is a full list of references to textbooks and current literature, which will furnish collateral reading for pupils and teacher.

THE MYTHOLOGY OF GREECE AND ROME. By Dr. Arthur Fairbanks, professor of Greek Literature and Archaeology in the University of Michigan. Cloth, 414 pages. Price, \$1.50. D. Appleton & Company, 833 Market street, San Francisco.

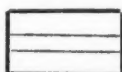
A scholarly presentation of the myths of classic gods and heroes with special reference to their influence on literature. The book is a veritable storehouse, setting forth in attractive style these world-old stories that have played so great a part in shaping our literature. The book is profusely illustrated.

THE TEACHING OF AGRICULTURE IN THE HIGH SCHOOL. By Garland A. Bricker, College of Agriculture, Ohio State University. Cloth, 202 pages. Price, \$1.00. The Macmillan Company, 565 Market street, San Francisco.

This book deals with the pedagogical and administrative problems which present themselves to the teacher of agriculture. The historical development of the teaching of secondary agriculture in the United States, the various types of schools that have been developed by this influence, the present status of secondary agriculture, and the social results of the movement are considered in the earlier chapters. A few chapters are taken up with a theoretical discussion of the fundamental basis upon which



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the successful organization of its materials into a course of study must be based. Then follow specific methods of procedure for the presentation of the various phases of the subject in accordance with the principles already established.

OPEN AIR. By William E. Watt. Cloth, 282 pages. Price, \$1.50. The Little Chronicle Company, 358 Dearborn street, Chicago.

We have in this book an incisive gospel of fresh air preached by an able man of strong convictions. A few of his chapter headings will indicate the general nature of the book: More Abundant Life; Dust and Death; Some Diseases Caused by Dry, Heated Air; American Dry Rot; The Steam-heated Woman; The Open Air Man; Right Air in Some Progressive Schools. The book is worthy of a careful reading and the interesting, energetic style of the author will easily secure it.

ENGLISH COMPOSITION, BOOK ONE. By Stratton D. Brooks, Superintendent of Schools, Boston, Mass. Cloth, 294 pages. Price, 75 cents. American Book Company, 565 Market street, San Francisco.

This book meets the high school requirements for the first two years in composition and rhetoric. Both in the oral and in the written work, emphasis is placed on the thought side of composition, to which form is made secondary. The many themes covering narration and description, and the adequate number in exposition and argumentation, give the pupil the confidence which comes from frequent repetition of an exercise. Each theme differs from the one preceding it by a single point on which, for the time being, the greatest emphasis is laid. The subjects suggested for themes are those in which high school pupils are interested and on which therefore they can write with spontaneity.

ELEMENTS OF GEOLOGY. By Eliot Blackwelder, Associate Professor of Geology, University of Wisconsin, and Harlan H. Barrows, Associate Professor of General Geology and Geography, University of Chicago. Cloth, 475 pages, with 485 illustrations and 16 full-page colored topographical maps. Price, \$1.40. American Book Company, 565 Market street, San Francisco.

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